

Shakespeare in the Multilingual Classroom

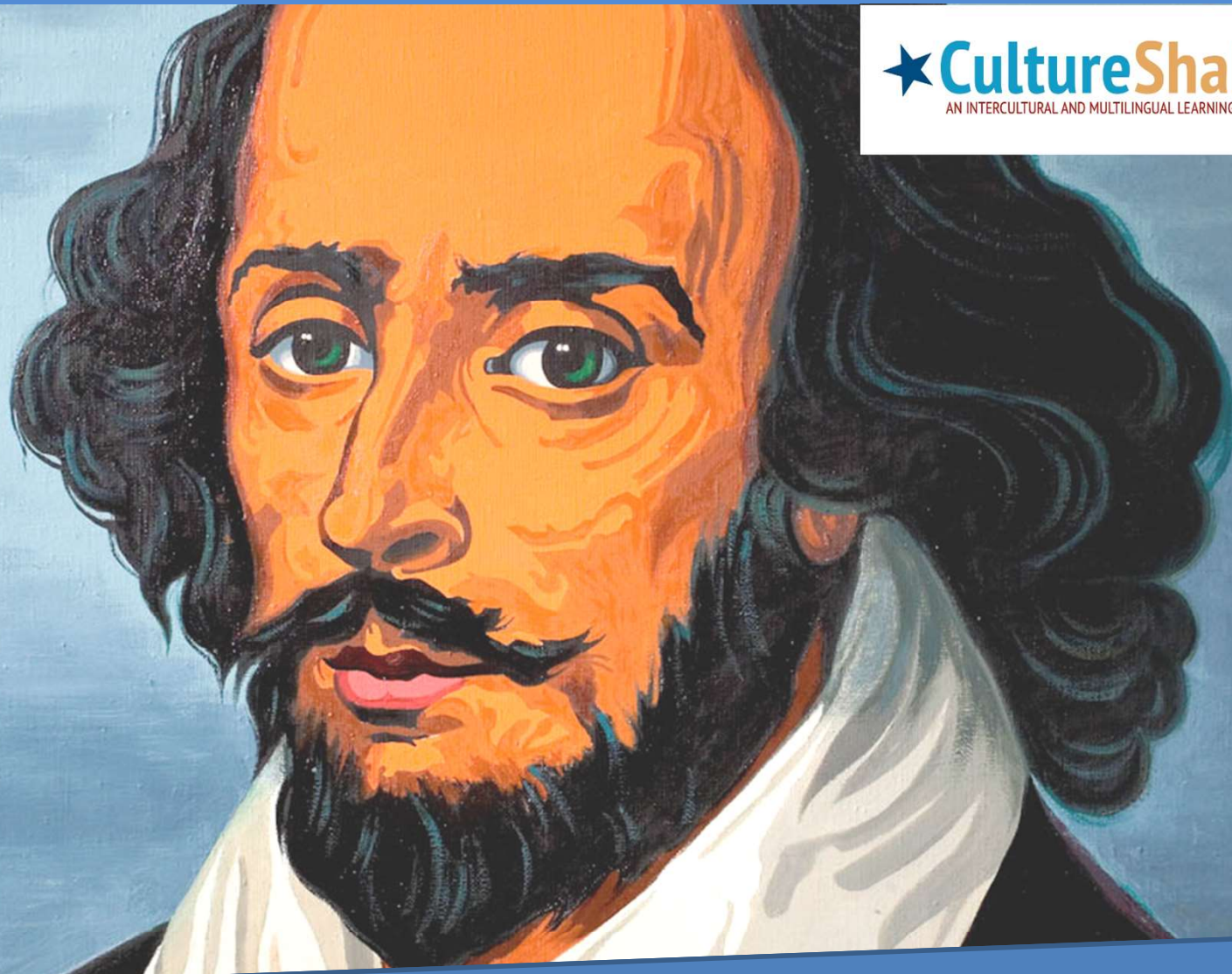
Lisa Peter, The Shakespeare Birthplace Trust

The Shakespeare Birthplace Trust



Day Programme

10.00 – 10.15	Welcome
10.15 – 11.00	The <i>CultureShake</i> project
11.00 – 11.15	Coffee break
11.15 – 12.00	Teaching Shakespeare in the language classroom
12.00 – 13.00	Trust Treasures display (in the Conference Room)
13.00 – 14.00	Lunch
14.00 – 15.30	Practical teaching activities for the multilingual classroom
15.30 – 15.45	Coffee break
15.45	Visit to Shakespeare's Birthplace
around 17.00	End of the day



The CultureShake Project

What is





- Karlsruhe University of Education, Germany



- Primorska University, Slovenia



- English School Gothenburg, Sweden



- Friedrich-Woehler-Gymnasium Singen, Germany



- The Shakespeare Birthplace Trust Stratford-upon-Avon, United Kingdom

Objectives

- Integration of newly-arrived students, including refugees
- Inclusion of heritage languages in the classroom
- Digital competences



Multilingualism in the Classroom

უილიამ შექსპირი
 Вільям Шекспір
 創建 討論
 Uilyam Şekspir
 ولیم شکسپیر
 William Szekspir
 윌리엄 셰익스피어
 Viljams Šekspīrs
William Shakespeare
 ויליאם שייקספיר
 Уилям Шекспир
 ウィリアム・シェイクスピア
 विलियम शेक्सपियर

The CultureShake Kids





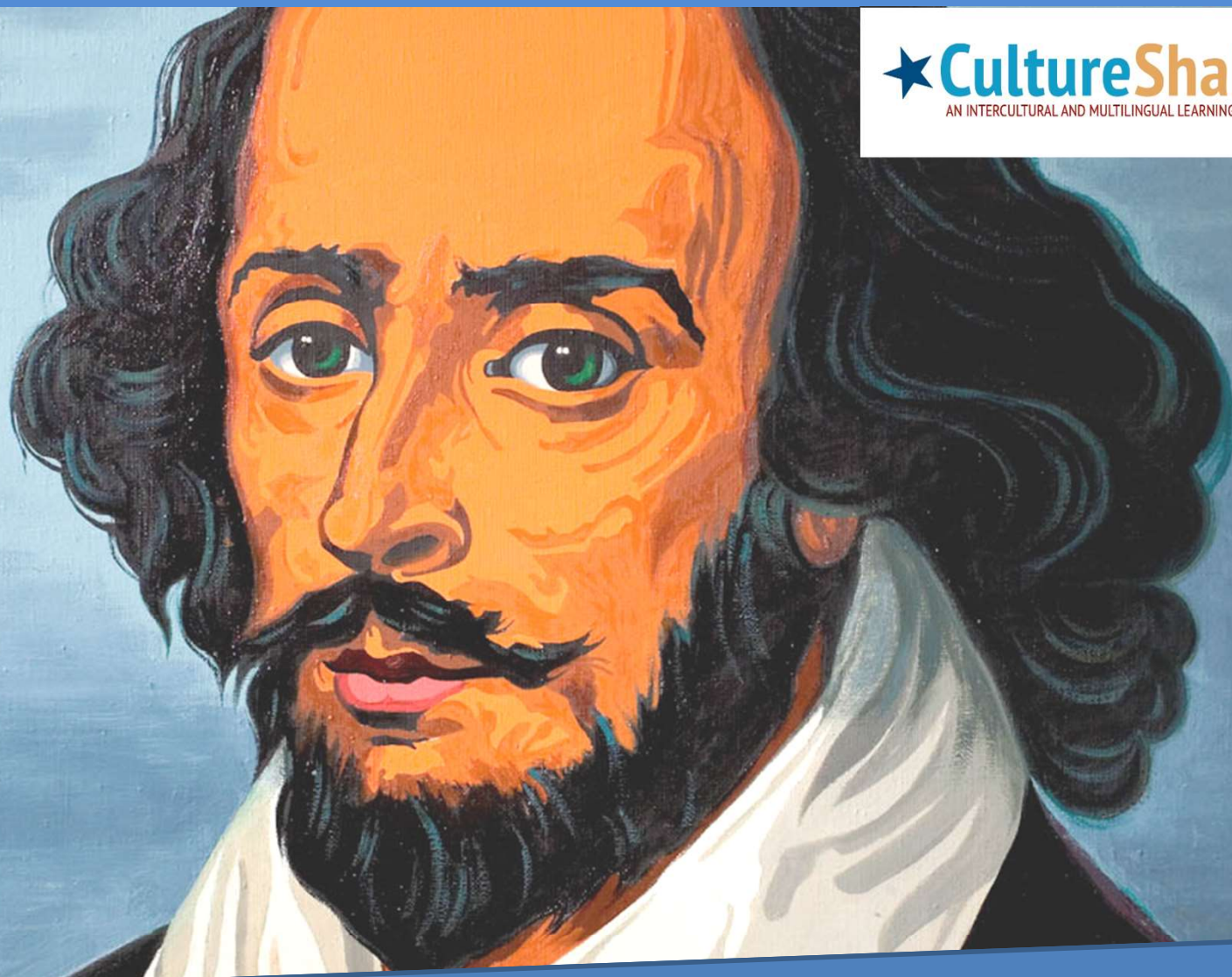
Sp Adobe Spark

Questions?



Tea Break





Teaching Shakespeare in the Language Classroom

The Emotional Core



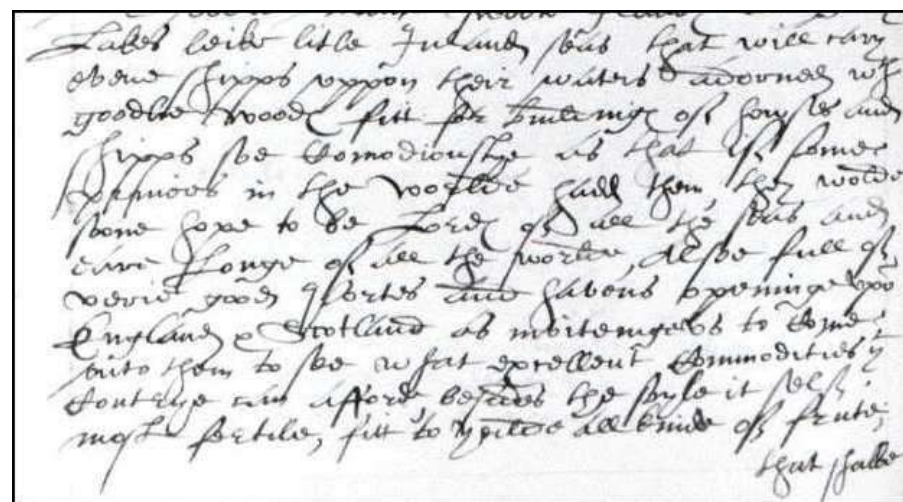
The Emotional Core



- Choose any Shakespeare play you are familiar with.
- Focus on the characters' emotional journey in the play: where are they at the beginning of the play, where in the middle, where at the end?
- Can you find a cultural reference that explains this emotional journey, or that sums it up?
- **EXAMPLE:** the lovers in *A Midsummer Night's Dream* -> *Quit Playing Games With My Heart*

Major differences:

- You vs thou
- Variant verb forms
- Shifts in meaning
- Lost words



a 'road map' to Shakespeare's English

Shakespeare's English

Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.
I have thee not, and yet I see thee still.
Art thou not, fair vision, sensible
To feelings of my sight? No, or art thou
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain?
See thee yet, in form of palpable
As this which now I draw.

Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain?
I see thee yet, in form as palpable
As this which now I draw.

Key Scenes/Moments

- Go back to the play you chose for the emotional core exercise.
- Which scenes or moments do you remember as key to the understanding of the plot or the characters?
- Write them down.

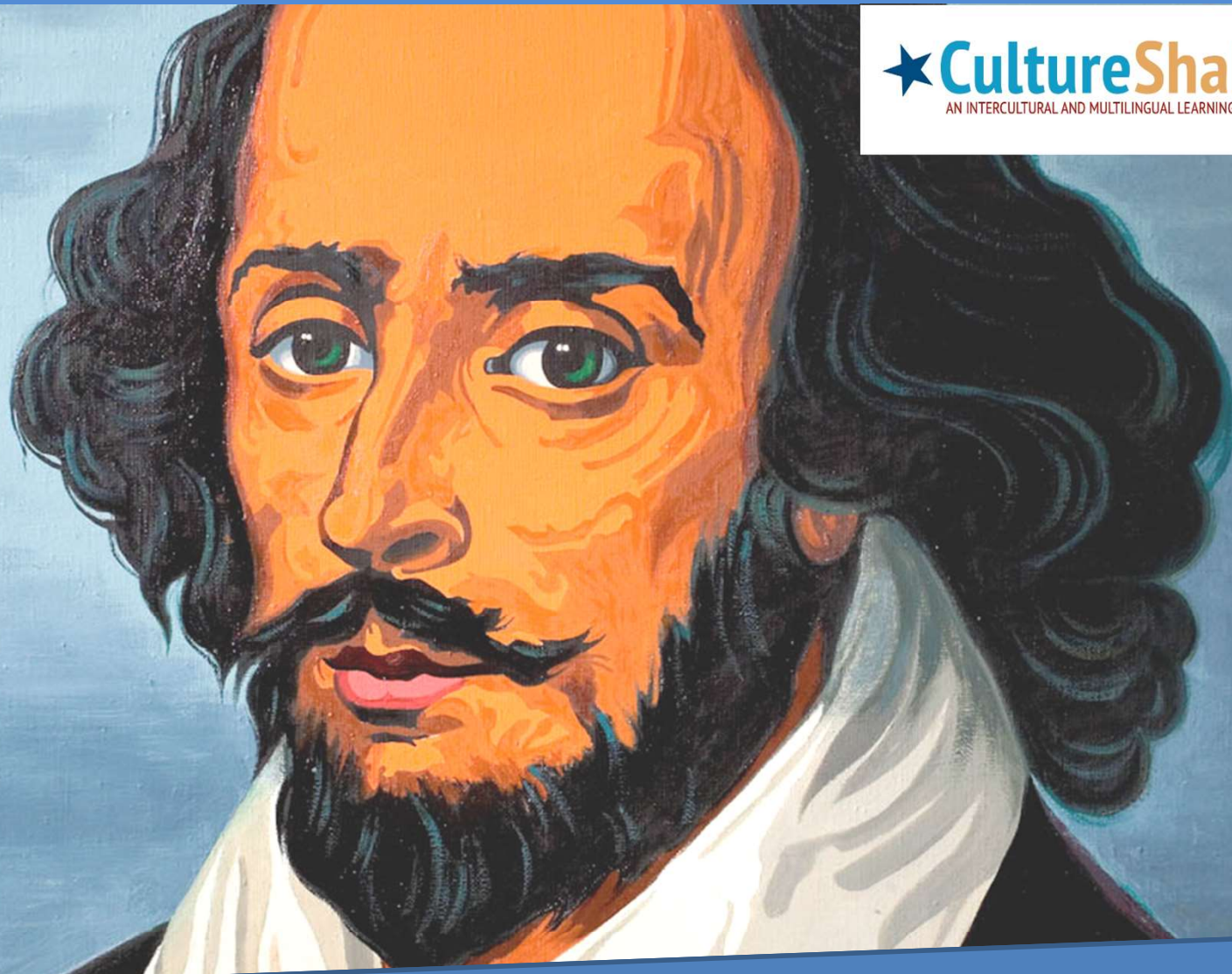


Please follow Katherine to the Conference Room for the Trust Treasures display with Maddie Cox.

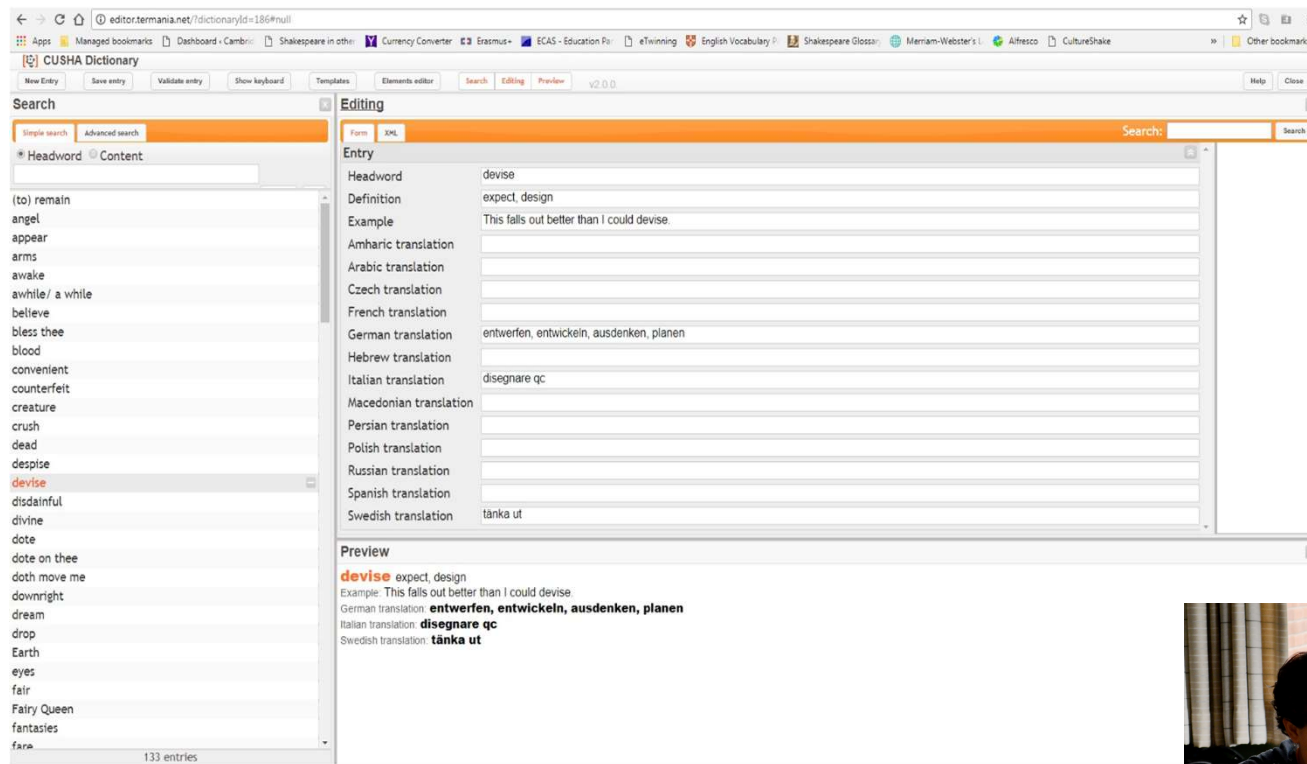


Lunch





Practical Teaching Activities



www.termania.net

Peer-Teaching

★ CultureShake ★
AN INTERCULTURAL AND MULTILINGUAL LEARNING PROJECT

Activity sheet for peer teaching

Description of Activity:

Short introduction to *The Tempest*:
Start the lesson with a short video that gives a modern English summary of *The Tempest*. Make sure that the students remember at least the main characters. Go on with giving them some lines from *The Tempest* and ask them to put them in the right order. If they struggle, help them with giving clues from within the text.

Key Questions:

- What is the Tempest about?


Aim:
Get to know the Tempest

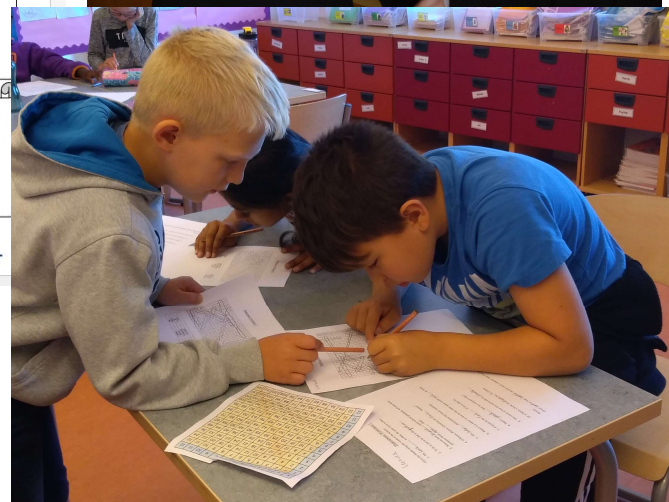
Age: 14-18

Cross curricular links:
Literature
English

Previous knowledge needed:
English

Resources:
<https://www.youtube.com/watch?v=kgitCQAdnI> RSC Video
Tempest,
Sheet with lines (on CUSHA website, file called The Tempest re-ordering lines)

Funded through  Erasmus+



Sample Activities

THE TEMPEST (in 3 Panels)



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www.goodticklebrain.com



Soundscape



Be not afeard; the isle is full of noises,
Sounds and sweet airs, that give delight and hurt not.
Sometimes a thousand twangling instruments
Will hum about mine ears, and sometime voices
That, if I then had waked after long sleep,
Will make me sleep again: and then, in dreaming,
The clouds methought would open and show riches
Ready to drop upon me that, when I waked,
I cried to dream again.

(Act 3, Scene 2)

Prospero's Spell



Questions?



**All activities, including the Method Guide
Shakespeare in the 21st-Century Classroom
available for free on
www.cultureshake.eu**

**More Shakespeare resources at
www.shakespeare.org.uk/teaching-resources**

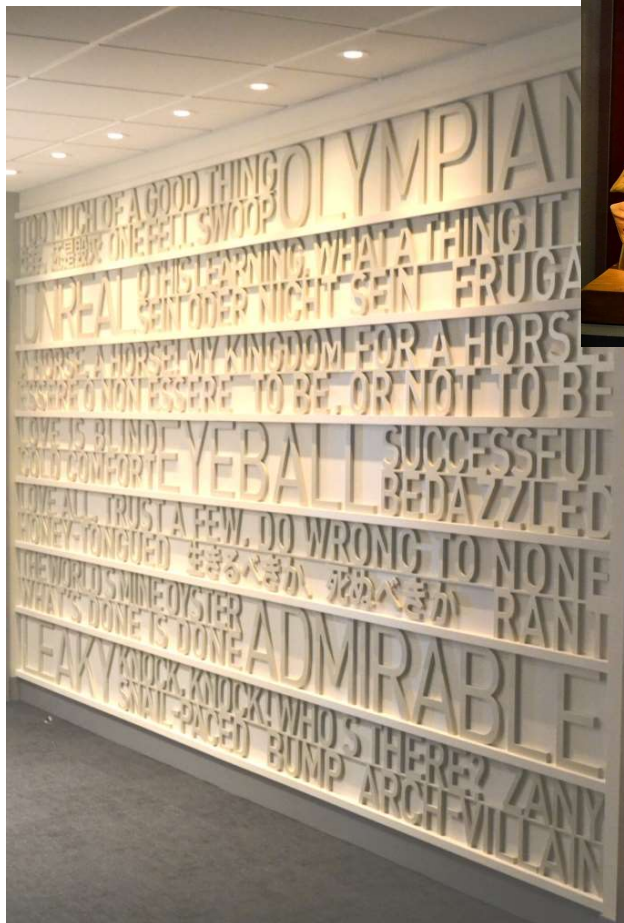
Tea Break



Please take a moment to fill in the feedback questionnaire and put it in the post box.



Visit to the Birthplace





Thank you

www.cultureshake.eu

THE ENGLISH SCHOOL

